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ABSTRACT

The second of five volumes (and the first of the four curriculum guides) which make up Project Teach 'n' Reach, designed to help regular classroom teachers teach nondisabled children about disabilities, focuses on the affective domain. The volume presents goals, performance objectives, and activity ideas (along with information on materials and resources) for both self-concept and attitude topics. Among the self-concept factors addressed are feelings of self-worth and self-acceptance, and awareness and acceptance of differences. The section on attitudes deals with such topics as development of positive attitudes towards others, decisionmaking, understanding of similarities and differences in individuals, friendship, attitudes toward the disabled, knowledge of likes and dislikes, understanding of the power of labels, and stereotypes of disabled persons. (CL)

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(Book 1 out of 4)

PROJECT:

"TEACH 'N' REACH"

AFFECTIVE DOMAIN

- SELF-CONCEPT
- ATTITUDE

Arleen Kagan - Project Leader

An Exemplary Project Funded By The State Department Of Education

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SELF-CONCEPT

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SELF-CONCEPT

Your self-concept is comprised of all the beliefs and attitudes you have about yourself. They actually determine who you are. They determine what you think you are, what you can do, and what you become.

The "Self" is learned. It is not inherited. As our experiences multiply, our developing "Self" becomes a perceptual screen through which subsequent impressions must pass.

100 Ways to Enhance Self-Concept in the Classroom. by Jack Canfield and Harold Wells.

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JUST ME

Nobody sees what I can see,
For back of my eyes there is only me.
And nobody knows how my thoughts begin,
For there's only myself inside my skin.
Isn't it strange how everyone owns
Just enough skin to cover his bones?
My father's would be too big to fit --
I'd be all wrinkled inside of it.
And my baby brother's too small --
It just wouldn't cover me at all.
But I feel just right in the skin I wear,
And there's nobody like me anywhere.

Margaret Hillert

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GOAL

To develop feelings of self-worth and self-acceptance.

PERFORMANCE OBJECTIVES

Upon completion of activities students will identify three out of five positive characteristics.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher discusses characteristics and feelings about individual traits. 1. On a piece of paper have students write all the good things they feel about themselves and on another piece of paper have students write all the bad feelings they have about themselves. Explain to the students that: a. The positive papers will be kept and displayed on a bulletin board. b. The negative papers will be sent up in a helium balloon, stomped into a trash can or buried.	MP 43325 Mirror, Mirror (u 23 min.) MP 72395 You (i 17 min.)	

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GOAL

To enhance student self-concept.

PERFORMANCE OBJECTIVES

Upon completion of these activities students will be able to identify five positive personal characteristics.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will discuss with the students ways in which they are different and unique. 1. Discuss likes and dislikes. 2. Discuss personal strengths and weaknesses. 3. Discuss opinions on current events. 4. Emphasize that there are no wrong answers. B. Students will write a book about themselves incorporating: 1. Likes/dislikes 2. Hobbies/interests 3. Strengths/weaknesses 4. Opinions 5. Other *See prepared worksheets pp 6 - 12.*	Fox, C.L. Communicating to Make Friends, a Program for the Classroom Teacher. B.L. Winch & Associates, 1980. Getting to Know You. Frank Shaffer Publishing, Inc. Its Me! Building Self-Concepts Through Art. Teaching Resources. I've Got Me & I Am Glad. Incentive Publishers. The Me Book. Milliken Publishing Co.	Schwartz, L. The Month to Month Me, The Learning Works, 1976. pp 12, 13, 15, 16, 17.

THE "ING" ME

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NAME _____

DATE _____

Three "ing" words that best describe me are:

1. _____
2. _____
3. _____

Here are pictures of my three "ing" words.

building

sleeping

reading

laughing

swimming

eating

asking

15

Schwartz. Month to Month Me.

FOCUS

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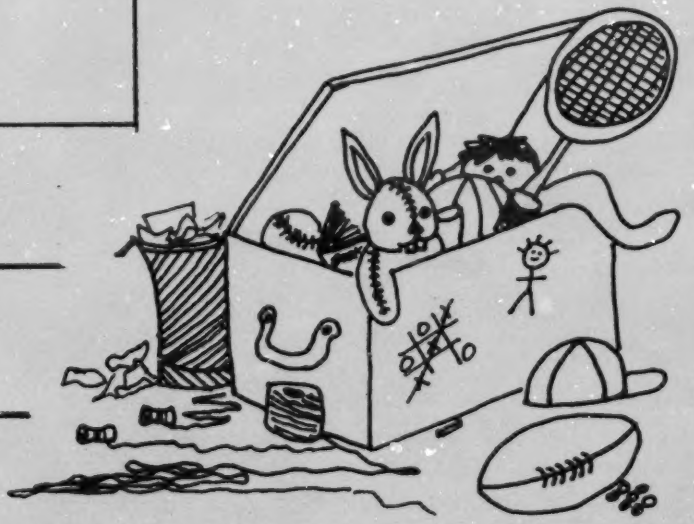
NAME _____

DATE _____

This is how I see myself and how I think others see me. (Use one word for each box.)

	ME	MOM	DAD	FRIEND	TEACHER
NEATNESS					
DEPENDABILITY					
INTELLIGENCE					
HONESTY					
SENSE OF HUMOR					
ATHLETICS					



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IN MY OPINION

NAME _____

DATE _____

These are my feelings on the subject of:

1. POLLUTION _____

2. CHEATING _____

3. SMOKING _____

4. STEALING _____

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THE STRONG AND WEAK ME

NAME _____

DATE _____

Place a "G" by all the things you are good or strong at. Put a "W" by all the things you are weak at.

Science _____
Math _____
Reading _____
English _____
Social Studies _____
Spelling _____
Creative Writing _____
Handwriting _____
Music _____
Foreign Languages _____
Art _____
Sports _____

good at sports

Being Honest _____
Being Organized _____
Being Sincere _____
Being on Time _____
Following Directions _____
Being Dependable _____
Being Courteous _____
Self-Control _____
Finishing What I Start _____
Taking Care of My Things _____
Paying Attention _____
Being Independent _____

not so good at being on time

I think my three most important strengths are:

1. _____
2. _____
3. _____

Three areas I want to improve are:

My handwriting could use some improvement!

1. _____
2. _____
3. _____

21 22

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MY HOBBIES AND INTERESTS

NAME _____

DATE _____

I belong to the following clubs. Place a check by those you belong to and add any which are not listed.

Brownies _____
Blue Birds _____
Campfire Girls _____
Girl Scouts _____
Cub Scouts _____
Boy Scouts _____
Little League _____
School Orchestra _____
School Band _____
School Chorus _____
Chess Club _____
Student Council _____
Church Group _____
Gray Y _____

Others _____

_____

_____

The things I enjoy doing when I have time to spend just as I please:

at home _____

at school _____

with my friends _____

with my family _____

Outside of school I take lessons in _____

_____

I like to collect _____

If I could have any hour a day at school to study anything I wanted, I would choose:

_____

I think it would be fun to learn more about _____

Schwartz. Month to Month Me.

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NAME _____

DATE _____

THE REAL ME

1. I am more indoor or outdoor _____
2. I am more fast or slow _____
3. I am more past or present _____
4. I am more yes or no _____
5. I am more on the ground or in the air _____
6. I am more thinker or a doer _____
7. I am more a hamburger or a steak _____
8. I am more a leader or a follower _____
9. I am more a single tree or a forest _____
10. I am more a sports car or a Model-T _____
11. I am more a log cabin or an apartment building _____
12. I am more a frown or a smile _____
13. I am more a morning person or a night person _____
14. I am more an ear or a mouth _____

Schwartz. Month to Month Me.

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MY LIKES AND DISLIKES

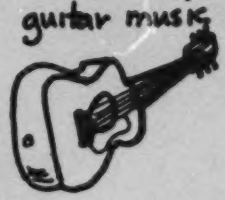
NAME _____

DATE _____

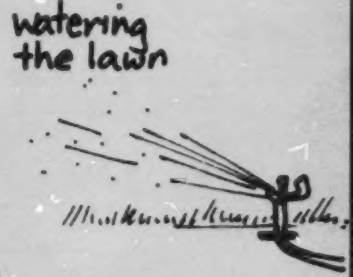
Eight things I really like are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ice cream



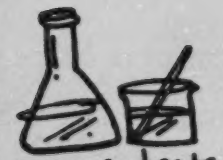
sunsets



my dog

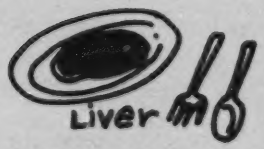
skateboarding

cookies


science tests

getting up early

spiders


Liver

the smell of cigars

Eight things I really dislike are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance student awareness of the differences in people and to accept and understand those differences.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be aware of ways people are different and alike.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher asks students to respond to the following words: 1. White 2. Old 3. Spanish 4. Deaf All responses are acceptable. B. Repeat with five more words: 1. Black 2. Short 3. Blind 4. Wheelchair 5. Thin	Paper Plates Record, Getting to Know Myself, by Hap Palmer	

NOTES

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Pass out paper plates. 1. The students should draw observable differences about each other. 2. Students can interview each other about ethnic background, rank in family, favorite games, food and things they do well. 3. Plates can be displayed on a bulletin board as giant flowers with students adding items and leaves. 4. The completed bulletin board demonstrates that the class is a beautiful whole made up of different parts. *See prepared worksheet p 15.*		

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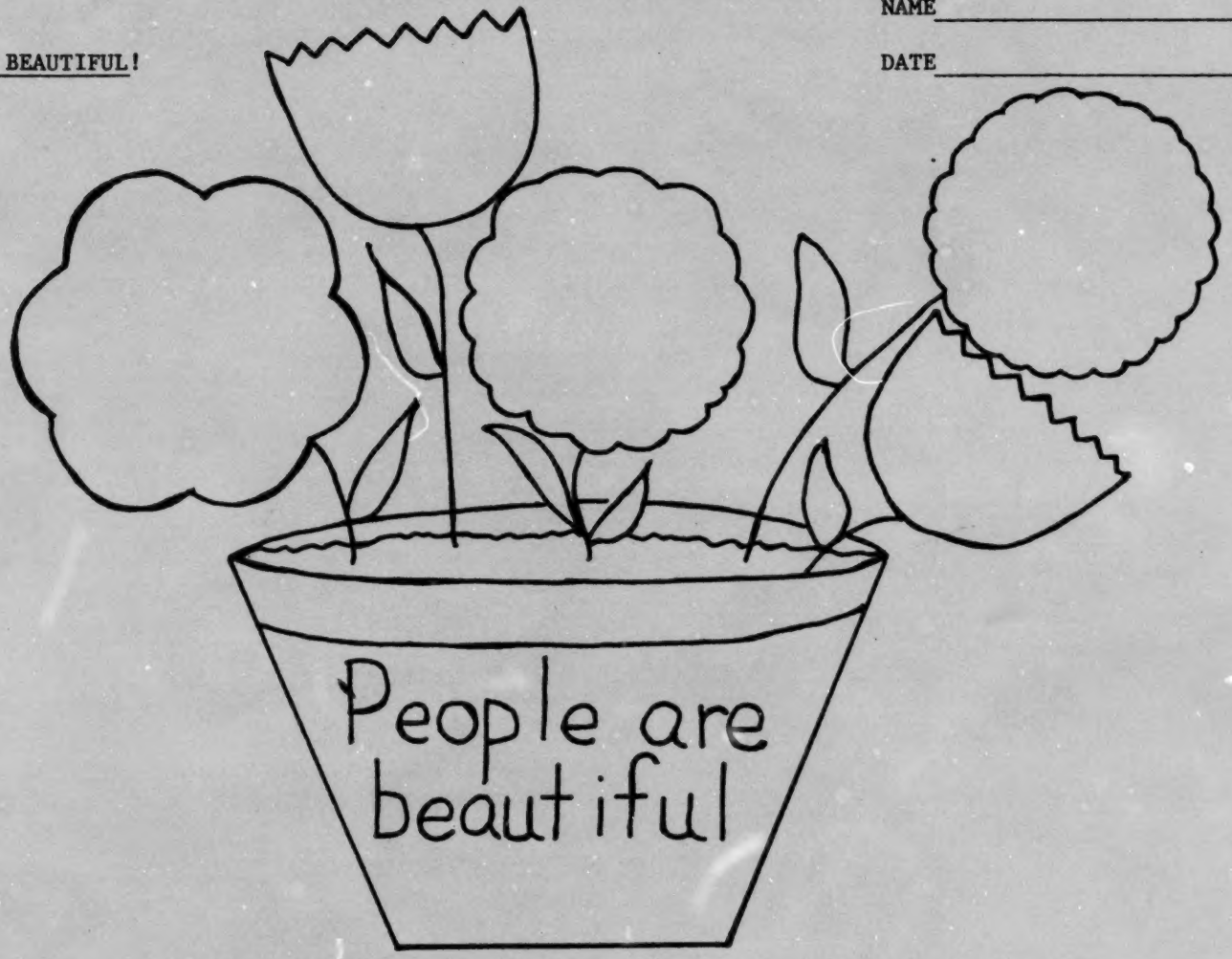
NAME _____

DATE _____

PEOPLE ARE BEAUTIFUL!



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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To improve self-concept.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize differences in other persons and will demonstrate considered differences in a positive light.

ACTIVITY PROCEDURE

A. Simon Says: teacher gives a command, (i.e., all students with "brown eyes" stand up).

   1. Other suggested commands might be given concerning:

      a. age
      b. sex
      c. height
      d. clothing

B. Teacher (and later a student) groups the class according to a specific characteristic without telling what the common characteristic is within each group.

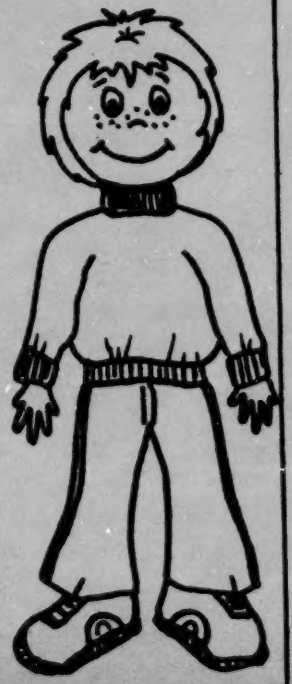
   1. Suggested characteristics are:

      a. height
      b. age
      c. hair color

   2. Students will guess what the similar characteristic is within each of the groups.

(continued)

MATERIALS



RESOURCES

NOTES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. In a round robin discussion, have students describe the ways they are alike and/or different from others at school. *See prepared worksheets pp 18 - 19.* D. Gossip: teacher begins by stating one characteristic about himself, the following student repeats the characteristic and then states one about himself, the third student repeats the teachers, first students and their own, etc.	Fox, C.L. Communicating to Make Friends, a Program for the Classroom Teacher. B.L. Winch & Associates, 1980. Getting to Know You. Frank Shaffer Publishing, Inc. Its Me! Building Self-Concepts Through Art. Teaching Resources. I've Got Me & I Am Glad. Incentive Publishers. The Me Book. Milliken Publishing Co.	

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NAME _____

DATE _____

WAYS OUR CLASS ARE ALIKE AND DIFFERENT

NAME	SEX	AGE	HAIR	EYES	HEIGHT	NATIONALITY	HANDEDNESS

33

40

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Special Programs Department

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NAME _____

DATE _____

WAYS WE ARE ALIKE AND DIFFERENT

Name	SEX	HAIR COLOR	EYE COLOR	HEIGHT	HANDEDNESS
(Self)					
(Nurse)					
(Principal)					
(Custodian)					
(Kindergarten Student)					
(Third Grade Student)					
(Sixth Grade Student)					

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance ones self-concept.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to express three positive personal traits.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students are asked to create an individual coat of arms by making several drawings. Example questions: 1. Draw the most significant event in your life. 2. Draw your greatest success or achievement. 3. Draw your happiest moment. 4. Draw something you are good at doing. 5. Draw what you are striving to become. 6. Draw the person who has the most influence on your life. 7. What three words would most likely be said to describe you. B. Students should be encouraged to explain, in a class discussion, the meaning behind each of their pictures. *See prepared worksheet p 23.*		Canfield, J., 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc. Englewood Cliffs, New Jersey. pp 53 and 57.

43 (continued)

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Students are encouraged to make a collage which reflects themselves, things they like to do, things they own, places they have been, etc. D. Begin this activity by showing students symbols. 1. For example: a. Money b. Handicap c. Traffic symbols 2. The teacher then explains that a symbol is a picture or design that stands for something. 3. The students break into small groups and design symbols for such concepts as: a. Happiness b. Spring c. Family d. A sport E. The teacher should explain that the flag is a kind of symbol which consists of many parts.		

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. continued 1. Talk about the colors, stars and stripes. 2. The students are encouraged to make their own personal flag with symbols to identify themselves. 3. After completion of activity students are asked to share the meaning of their symbols.		

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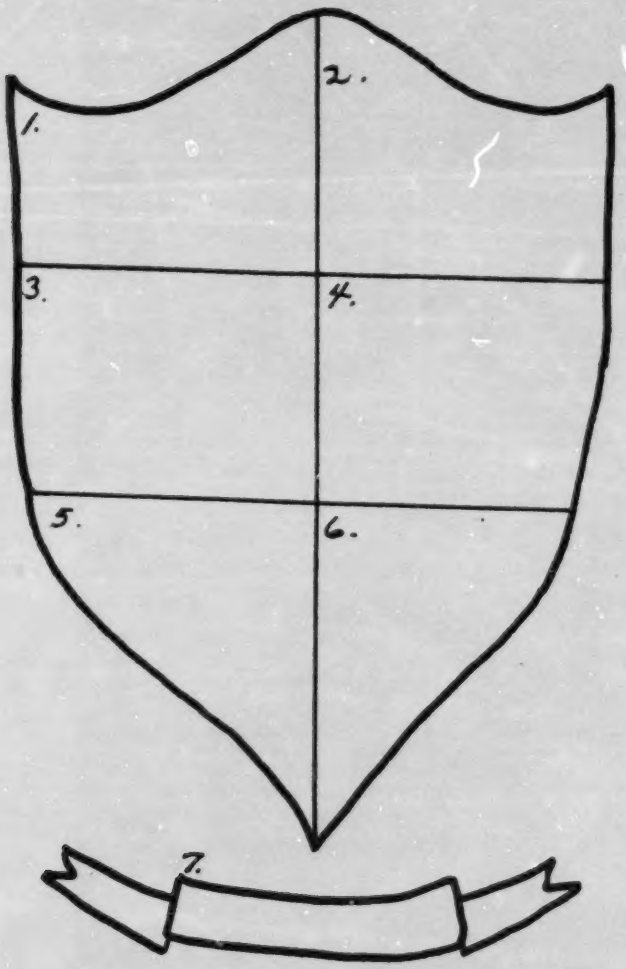
NAME_____

DATE_____



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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the self.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have a better image of their inheritance and what makes them a unique individual.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher discusses with class how people are similar. For example, two ears, ability to move and learn, etc. 1. Class discussion should follow leading the students into the thoughts about what makes him/her unique. *See prepared worksheet p 25.* 2. A comparison and tally at the completion is always fun. B. Teacher leads a class discussion on how one's genealogy is traced. 1. Students design a family tree and discuss their ancestry. *See prepared worksheet p 26.*	Mister Rogers. Josephine, The Short Necked Giraffe. Hubbard.		

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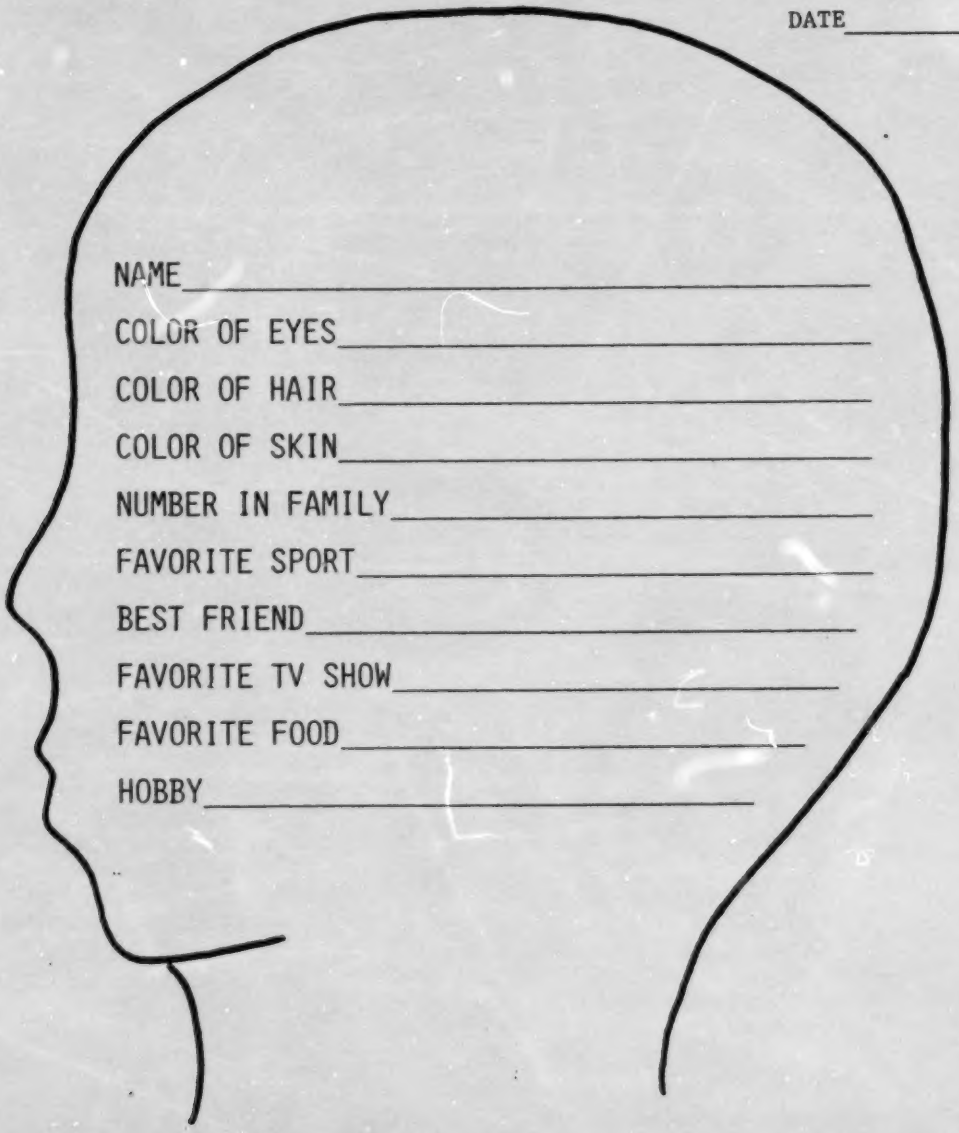
NAME_____

DATE_____

I AM UNIQUE



NAME_____

COLOR OF EYES_____

COLOR OF HAIR_____

COLOR OF SKIN_____

NUMBER IN FAMILY_____

FAVORITE SPORT_____

BEST FRIEND_____

FAVORITE TV SHOW_____

FAVORITE FOOD_____

HOBBY_____

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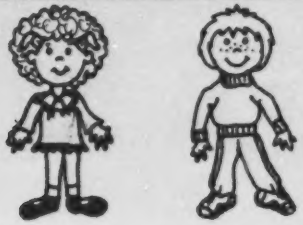

NAME _____

DATE _____

Still think there must be a pirate in there someplace? Maybe you can find him or her if you build a family tree (officially, it's called a genealogy chart.)

The "tree" on this page will help you get started -- either use it or create your own on a large sheet of paper. Then, with the help of relatives, fill in the blanks by listing your ancestors. Below each name add the dates he/she lived, where each was born, the occupation of each, or any other information you can gather.

MOTHER

FATHER

GRANDMOTHER GRANDFATHER

GRANDMOTHER GRANDFATHER

GREAT GRANDMOTHER | GREAT GRANDFATHER | GREAT GRANDMOTHER | GREAT GRANDFATHER | GREAT GRANDMOTHER | GREAT GRANDFATHER | GREAT GRANDMOTHER | GREAT GRANDFATHER

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GOAL

To increase student awareness of the self.

PERFORMANCE OBJECTIVES

Upon completion of activities the students will have an increased awareness of physical, social, emotional and intellectual aspects of the self.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will introduce this activity by discussing various aspects of the self and will discuss the following suggested questions: 1. When you think about yourself, what do you think of? 2. How do you feel most of the time? 3. What are you like with other people? 4. What are you like with your family? 5. Is there anyone who is just exactly like anyone else? 6. What would it be like if everyone were just the same? *See prepared worksheet pp 29 - 30.* B. Students write a paper entitled Who Am I? Open ended questions may be used for writing the brief paragraph or for group discussion. (continued)	Fox, C.L. Communicating to Make Friends, a Program for the Classroom Teacher. B.L. Winch & Associates, 1980. Getting to Know You. Frank Shaffer Publishing, Inc. Its Me! Building Self-Concepts Through Art. Teaching Resources. I've Got Me & I Am Glad. Incentive Publishers The Me Book. Milliken Publishing Co.	Anderson, J., Focus on Self-Development Stage Two, Science Research Associates Inc., 1971. pp 26 - 27.

NOTES

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 1. When I think about myself, the first thing I think of is. . . 2. When I'm with other people, I usually get . . . 3. When we're learning something new in class, I feel . . . 4. When I get very mad, what I do is . . . 5. The thing I like best about myself is . . . 6. The thing I'd most like to change about myself is . . .		
C. Students could draw self-portraits and then take pictures of each other with a camera. These can be compared and displayed on the bulletin board. 1. From these pictures the class discusses how people act if they like themselves and how people act if they don't like themselves. 2. The class can discuss whether they think it is important to like yourself.	Camera Film	

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NAME _____

SELF-CONCEPT

DATE _____

1. I feel best when people _____
2. I'd like to tell my best friend _____
3. People can hurt my feelings most by _____
4. I feel closest to someone when _____
5. The most important person in my family is _____
6. I like people who _____
7. Some people always seem to want _____
8. The people in my neighborhood are _____
9. On Sundays I wish my family would _____
10. I trust people who _____
11. A person I'd like to see every day is _____
12. A person who makes me feel good about myself is _____
13. The most important person in my life is _____
14. Someone I worry about is _____
15. A person I miss is _____
16. Someone from whom I've learned a skill is _____
17. A person I'd like to get to know is _____

(continued)

18. Someone I really admire is_____

19. A person who likes children is_____

20. Someone who is a new friend of mine is_____

21. A person who is very nice to me is_____

22. _____is someone who understands me.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance student self-concept.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have alternatives they can use when left out of a situation.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The student makes three lists of activities. 1. Those fun to do alone. 2. Those fun to do with 2 or 3 friends. 3. Those fun to do with many friends. *See prepared worksheet p 33.* B. Students discuss lists. 1. Teacher stresses how each child has different activities they prefer. 2. Students conjecture about accommodating a newcomer to any of their activities. C. Students discuss situation in which children might be left out. 1. Parents going out and leaving them with sitter. 2. Being excluded from big brother or sister's activity.		C.A.R.E. Curriculum Activities for Relevant Education, K-8, La Mesa-Spring Valley School District Title IV-C, 1976. pp 295-296.

NOTES

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Teacher asks what are some things you might do if left out of the plans of others? 1. Students write the completion of, "I feel left out when . . ." 2. Students discuss their writing with the class and determine if there were any alternatives. 3. Role play a few of the above situations.		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

FUN THINGS TO DO:

ALONE

WITH 2 OR 3 FRIENDS

WITH MANY FRIENDS

ALONE	WITH 2 OR 3 FRIENDS	WITH MANY FRIENDS
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Primary children can illustrate their choices.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop student awareness and acceptance of their emotions.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify five emotions that they have experienced.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Using an overhead projector or movie camera for light sources, draw a large profiled silhouette of each child. 1. Each child should then cut out words or pictures from the newspaper or magazines that represent emotions they have had. 2. Glue these to the silhouette. B. Ask students to cut a piece of paper into 8 pieces. On each paper they are to write one word which describes an emotion they have experienced. 1. When this is completed have them arrange, in rank order, the emotion which most pleases them. 2. Ask the students to discard, by turning over their papers one at a time, the emotion that they least like to experience. 3. Have students make class comparisons for these activities. 4. Graphs or charts for the variety of emotions discussed are suggested.	Light Source Magazines Newspapers	Canfield, J., 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc., Englewood Cliffs, New Jersey. p 61 and 123.

(continued)

NOTES

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Teacher and class list as many emotions on the chalkboard as they can think of. 1. Have students select those emotions which they experience frequently. 2. On individual paper plates have students portray those emotions: a. 3. On any given day, the student can communicate his/her emotional state by attaching the appropriate paper plate to his desk, chair, etc.	Paper Plates Crayons	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the self and others in a positive manner.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to name two positive characteristics of themselves and another student.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Start with a small group. Have 1 child stand in front of a mirror with his/her eyes closed. 1. Child opens eyes for an instant and tells what he observes at a quick glance. 2. Then the child takes a long look and tells at least two things he/she likes about themselves. 3. Ask someone in the group if anyone sees something else they like about the person. 4. Ask the students what the mirror does not reflect. Encourage non-tangible observations like seeing kindness or humor. Others can continue in partners, etc.	Full length mirror MP Mirror, Mirror (u 23 min.) FS Drab the Drog	Canfield, J., 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc., Englewood Cliffs, New Jersey. p 77.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop awareness of self-concept.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have an increased awareness that everyone is unique and different.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will draw a large self-portrait. A mirror can be used. Upon completion of portraits, teacher collects and mixes them up. The portraits are then shown one at a time to the class. The students will need to guess who the portrait is and tell how they knew. B. Students will draw a large self-portrait. A mirror can be used. Upon completion of portraits the teacher displays a few of them. Students describe at least four differences and/or similarities between the portraits.	Mirror Paper	WORTH Career Education Curriculum Guide, La Mesa-Spring Valley School District, ESEA Title IV-C, 1979.

NOTES

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(continued)

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Children divide themselves into groups of 4 or 5. Supply each group with an ink pad. Children make fingerprints by pressing on ink pad and rolling finger from left to right on a white piece of paper. Study and compare prints.	Ink Pad Magnifying Glass (optional) MP Mirror, Mirror (u 23 min.) MP People Are Different and Alike (i 11 min.)	Canfield, J., 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc. Englewood Cliffs, New Jersey.

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of similarities and differences among physical attributes.

PERFORMANCE OBJECTIVES

Upon completion of activities, students will discover at least three characteristics they have in common and three characteristics which are different from others.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students are to collect magazine pictures or concrete items which represent themselves or their experiences (photos, momentos, etc.).	Magazines Paste Scissors Butcher Paper	GOAL, Interfacing Multicultural Concepts with Career Education, ESEA Title IV-C, La Mesa-Spring Valley School District, 1980.
1. Lay down on large white paper and trace body outline.		
2. Cut, paste and draw all items into the outline - include such personal traits as: a. race, culture or religion b. likes and dislikes c. family, pets and hobbies d. physical features		
3. Students share their posters in class telling the similarities and differences.		
B. Students will make a composite lifesize person by using the parts of various classmates.	Butcher Paper Crayons or Markers	
1. Lifesized silhouette will be made by each child.		
2. Each child will then label and color the various body sections according to who they feel have the		

NOTES

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. 2. continued best anatomical structures (brain, hair, eyes, nose, mouth, legs, arms, hands, feet, size, age, etc.). These composite drawings will be their "Perfect Human." 3. The students will explain why they chose two of the above perfect parts. 4. The students will explain which two of their own parts they would "trade-in" for the perfect parts.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of self-image based on personal appearance.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be aware of differences in their outward appearance and how this affects self-concept.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Discuss the fact that very few people have a "perfect" body. Some people must learn to live with congenital or accidental handicaps. Others want to modify and/or change their appearance. 1. Encourage the students to find anatomical features they admire among their peers. 2. Identify body types they feel uncomfortable and comfortable with. 3. Encourage the class to think about and explain their choices. 4. Have them tell what they feel are their best features. *See prepared worksheets pp 42 - 43.*	Record, Put On A Handicap, Kimbo Educational Records, P. O. Box 477, Long Branch, NJ 07740		

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Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

MY BODY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

MY BODY

DATE _____

1. My body is important to me because _____
2. I think it is necessary to take care of my body because _____
3. During the next week, I plan to take care of my body by _____
4. If there is any one thing I could change about the way I look, it would be _____
5. I think it is important to learn to accept the body I have received by birth because _____

_____

6. It is important to accept the way other people look because _____
7. I know that my body will not always stay the same because _____
8. I can enjoy the body I have because _____

Close your eyes and spend a few minutes in fantasy. Make yourself very tiny and enter your own body. You are going to ride through your entire body on a miniature pair of skis. Start at the top of your brain and ski down through all the parts of your body to your toes. Be as aware as you can of what you see, of how you feel, of each of your senses as you move about within your body. Summarize what you experienced on this trip in the space below.

_____

_____

_____ 83

_____ 83

_____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of personal attributes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three positive characteristics.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Each student can make a personal collage. 1. Personal collage might show: a. What you want to become. b. What you value or prize. c. Your life from birth to the present. d. Your hobbies. 2. Exchange the collages. Have the students attempt to "read" the collages in terms of characteristics and attributes of the creator through their choice of pictures. B. Make a group collage, incorporating something personal from each member of the class.	Cylinders Boxes Tagboard	Simon, S., Beginning Values Clarification, Pennant Press, San Diego, CA 92120 pp 127, 128, 129.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the self.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have an increased understanding of their own personality.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Have students bring a special recipe from home. Read some of them aloud pointing out the amounts and variety of ingredients. 1. Now have the class make a personality recipe of their own or have students make one of one another. *See prepared worksheet p 46.* 2. Each student's recipe is the final product and must tell what ingredients he/she are made of. Examples: a. 1/4 Cup of smiles b. 1 Tablespoon of happiness	Mister Rogers. A Piece of Red Paper. Hubbard.	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

MY PERSONALITY RECIPE

DATE _____

Fill in the necessary ingredients you contain.

In a large bowl, mix

1 Cup of _____

1/2 Cup of _____

1/4 Cup of _____

2 Tablespoons _____

Mix well and add

1 Tablespoon _____

1 teaspoon _____

1/2 teaspoon _____

a pinch of _____

Pour in baking dish, sprinkle with _____ _____ and bake at 350°

for a super person!

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop self-esteem.

PERFORMANCE OBJECTIVES

Upon completion of this activity the students will have an increased awareness of labeling and name calling.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Each student in the classroom will write three words that describe himself/herself. 1. Trouble starts when labels become the people. Collect the descriptions and list any negative labels on the blackboard. 2. Rewrite the negative comments. Example: A person isn't "bad," but it is bad to hit people. B. As an assignment have the students keep track of the number of times they label themselves or another person during the week. 1. Have the students tally the negative - positive labels. 2. Have the students analyze who they labeled more positively and who more negatively. *See prepared worksheet p 48.*	MP People are Different and Alike (i 11 min.)	Canfield, I. 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc. Englewood Cliffs, New Jersey, 1976. p 197.

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La Mesa-Spring Valley School District
Special Programs Department

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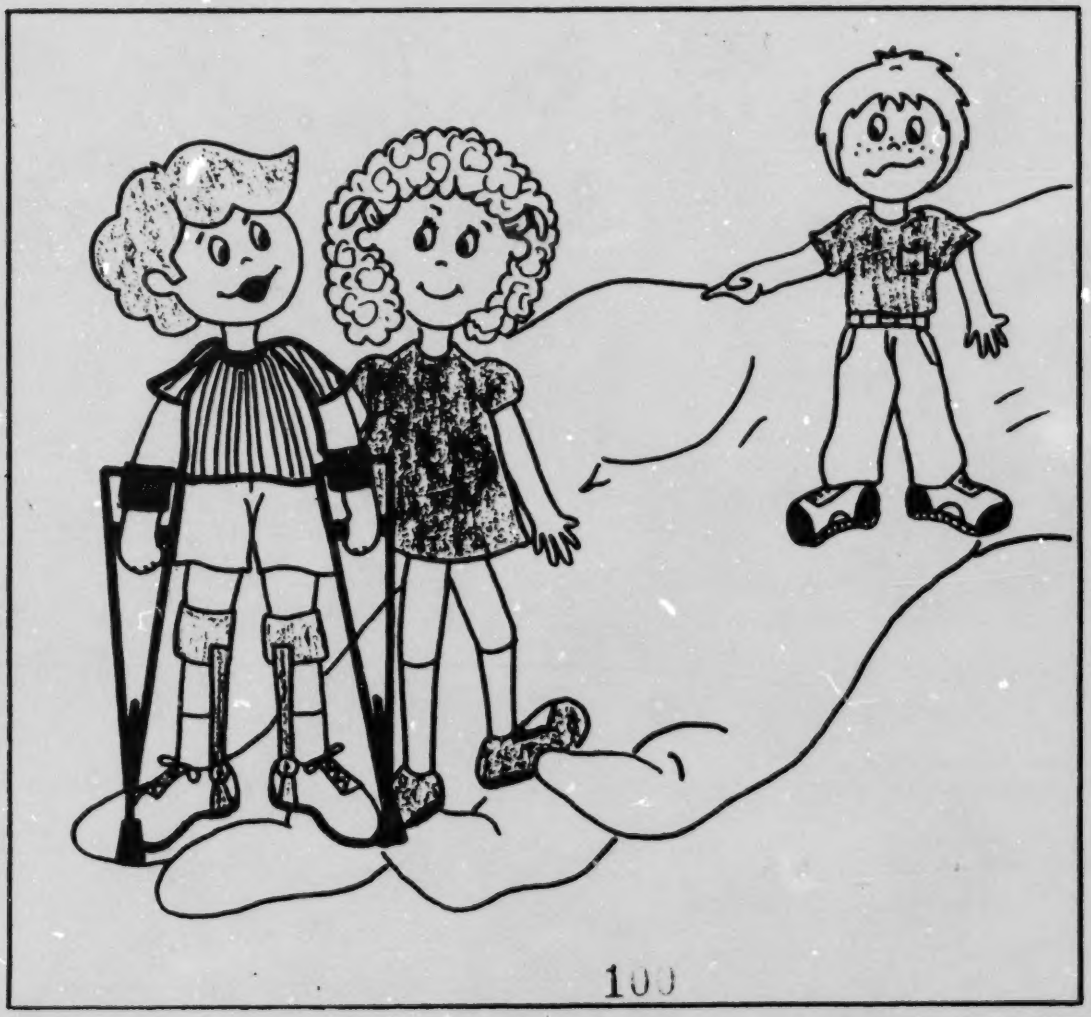
NAME _____

POSITIVE AND NEGATIVE LABELS

DATE _____

NAME	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTALS
								93
93								

ATTITUDES



La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

ATTITUDES

Attitudes are a way of examining our lives and determining values that are important to us. They are not a set of morals or ethics. They are not a list of values which we merely memorize and repeat. Attitudes are a clarification process which can help us become more aware of our values--those fixed, and those changing or emerging. Learning how to make honest and considered choices, unaffected by outside pressures and prejudices, is the decision-making part of attitude clarification.

Every day everyone of us meets life situations which call for thought, opinion-making, decision-making and action. Everything we do, every decision we make and course of action we take, is based on our consciously or unconsciously held beliefs, attitudes and values.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

JUST LIKE YOU

Did you know I'm a person just like you?

I have five fingers on each hand,
I have five toes on each foot,
I have a mind, a heart, a soul,
I have two legs, two ears, two eyes.

I have a mouth, a nose, a chin,
A loving mother and father,
I like to live, to love, to have fun,
And sleep at night, just like you.

I like to meet people, to have friends who care,
I like to learn, to speak and share.

I get embarrassed, I'm shy and all those things.
I get scared and frightened, and I even cry.

The only difference between you and me
Is that you are you and I am me.

Anonymous

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop a positive attitude toward other individuals.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize that decisions are made based upon personal attitudes and the influence of others.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students list what they like and dislike out of a group of choices. *See prepared worksheet p 53.* 1. Class discussion should follow completion of worksheet. a. Comparison can be made by graphing the class results. B. From a list of choices students list person or persons who influence their decisions. *See prepared worksheet p 54.*		WORTH Career Education Curriculum Guide, La Mesa-Spring Valley School District, ESEA Title IV-C, 1979.

NOTES

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

DECISION MAKING

	One I Like	One I Dislike
1. A kind of food		
2. A sport		
3. A school subject		
4. A place to visit		
5. A T.V. show		
6. A color		
7. An animal		
8. A movie		
9. A kind of drink		
10. A book		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

WHO INFLUENCES ME?

DATE _____

How important are each of these people's influence on your decision making?

Rank each individual - 1 is high, 6 is low.

	Self	Brothers/ Sisters	Parents/ Guardians	Friend	Teacher	Television
1. Clothes you wear?						
2. Hair style?						
3. Favorite sport?						
4. Musical group?						
5. T.V. program?						
6. Your friends?						
7. Favorite kind of car?						
8. Hobbies?						
9. How you spend your money?						
10. Favorite restaurant?						

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance student understanding of similarities and differences in individuals.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify at least three ways people are the same and are different.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will discuss ways people are the same and different and how this effects them. Discuss differences and similarities in: 1. Physical appearances 2. Values 3. Interests 4. Attitudes B. Have students interview a person and create: 1. Bulletin board with information 2. Book about the person. 3. A newspaper article for the school paper. 4. A poem about the person interviewed. 5. A comparison between themselves and the person interviewed.	Getting to Know You. Frank Shaffer Publishing, Inc. Its Me! Building Self-Concepts Through Art. Teaching Resources. I've Got Me & I Am Glad. Incentive Publishers. The Me Book. Milliken Publishing Co. Fox, C. Lynn. Communicating To Make Friends, a Program for the Classroom Teacher, B.L. Winch & Associates, 1980.	

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 6. A television show and draw a series of pictures about the person. 7. A puppet of the person being interviewed. Have student present the interview through the puppet in front of the class. C. Make a book. Illustrate each page using ideas from the attached worksheets. *See attached worksheets pp 57 - 59.*		

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

PEOPLE ARE THE SAME AND DIFFERENT

SOME WAYS PEOPLE ARE THE SAME	SOME WAYS PEOPLE ARE DIFFERENT

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

MY REPORT OF A PERSONAL INTERVIEW

DATE _____

1. Person I interviewed: _____
2. How he/she describes himself/herself as a person: _____
3. What he/she likes: _____
4. What he/she dislikes: _____
5. What he/she thinks is important or cares about: _____
6. What he/she wants to accomplish in life: _____
7. My feelings and observations about this person: _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

MY AUTOGRAPH COLLECTION

DATE _____

Here is the signature of someone who . . . . . .

1. Can play a musical instrument _____
2. Is a grandmother _____
3. Does something very unusual for a living _____
4. Has a beard _____
5. Is an adult that doesn't smoke _____
6. Is over 80 years old _____
7. Runs a mile or more a day _____
8. Is doing something to protect the environment _____
9. Has no appendix _____
10. Is under 6 years old _____
11. Loves pickled beets _____

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance the awareness of positive attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three important people in their world.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Discuss people and groups of people who seem to be important to the students world. *See prepared worksheet p 61.* 1. Have students write a brief description (or draw a picture) of the three most important people in their lives and why. B. Have students discuss people with handicaps and their attitudes towards being around them. *See prepared worksheet p 62.* 1. Discuss reasons for ranking order of preferences. 2. Discuss top three and bottom three on student's lists.		Simon, S., Beginning Values Clarification, Pennant Press, San Diego, California, 1975. pp 77-78.	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

IMPORTANT PEOPLE IN MY WORLD

DATE _____

1. Underline the people or groups of people you feel are the most important to your world.

2. Number the ones you have chosen in order of importance, beginning with number 1.

_____Actors	_____Dentists	_____Grandpas	_____Musicians	_____The President
_____Armed Forces	_____District Attorney	_____Grandparents	_____Nurses	_____Toy Makers
_____Artists	_____Ditch Diggers	_____Groceries	_____Parents	_____T.V. Repairmen
_____Aunts	_____Doctors	_____Hospitals	_____Plumbers	_____Uncles
_____Aviators	_____Druggist	_____Hotels/Motels	_____Police	_____United Nations
_____Auto Mechanics	_____Electricians	_____Humane Society	_____Psychologists	_____Welfare
_____Bakers	_____Farmers	_____Jails	_____Red Cross	
_____Bronco Busters	_____Fathers	_____Juvenile Halls	_____Relatives	
_____Brothers	_____F.B.I.	_____Kindergartens	_____Restaurant Owners	
_____Carpenters	_____Firemen	_____Lawmakers	_____Scientists	
_____Churches	_____Forest Rangers	_____Lawyers	_____Shoe Repairmen	
_____Clerks	_____Foster Parents	_____Librarians	_____Sisters	
_____Courts	_____Friends	_____Mailmen	_____Tailors and Dressmakers	
_____Cousins	_____Garbage Collectors	_____Meter Readers	_____Teachers	
_____Cowboys	_____Grandmas	_____Mothers	_____Telephone Linemen	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

1. Underline the people or groups of people you would most like to have as a friend or to be in your classroom.

2. Number the ones you have chosen in order of preference.

_____Allergic Person

_____Asthmatic

_____Autistic

_____Blind

_____Cancer

_____Cerebral Palsy

_____Cross-Eyed

_____Deaf

_____Dwarfism (Little People)

_____Epileptic

_____Fat

_____Mentally Retarded (Developmentally Disabled)

_____Missing Limbs

_____Muscular Dystrophy

_____Tall

_____Thin

_____Wears Glasses

_____Short

_____Wears Leg Brace

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop positive attitudes and respect for others.

PERFORMANCE OBJECTIVES

Upon completion of activities students will consider and respect the attitudes of others.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. In a round robin discussion students will share things that they like and/or dislike. 1. Two lists will be prepared. One for the things liked and one for those disliked. 2. Each student individually and/or then later as a group will rank order their likes and dislikes. 3. In a round robin discussion students will decide if those things disliked could be changed in any way. B. Discuss the fact that children have many things that "bug" them about other people. Develop ways to cope with these things. *See prepared worksheet p 64.*	MP Working With Others (p 10 min.) Filmstrip - Drab the Drog	WORTH Career Education Curriculum Guide, La Mesa-Spring Valley School District, 1979.

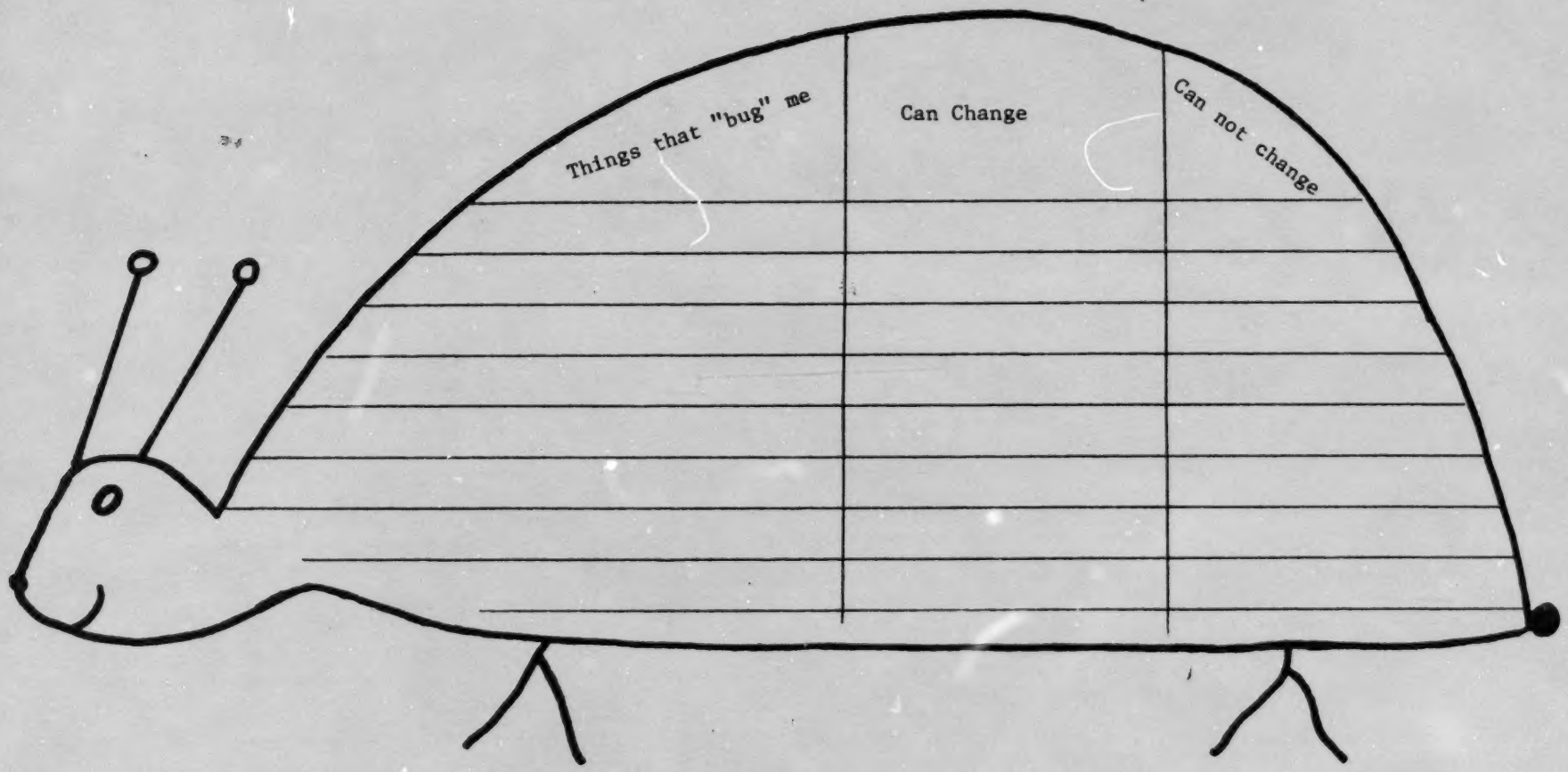
NOTES

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of others.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have an increased awareness of intrinsic values.

NOTES

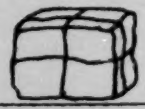
ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher presents the class with two packages and solicits descriptive remarks about each package. Students record all responses on worksheet. *See prepared worksheet p 66.* 1. Teacher solicits guesses of what each box contains and records responses. 2. Choose a child to open the fancy box. Children discuss their reactions to the contents. 3. Choose a child to open the plain box. Children discuss their reactions to the contents. 4. Teacher asks students if they have known people like the brown box who weren't as attractive on the outside but who had a lot to give from the inside. Students share experiences. 5. Pass out gum to students.	Two gift wrapped packages - one fancy (with a book in it), the other in brown paper with string (with sugarless gum for all in it). Mister Rogers. Speedy Delivery. Hubbard.	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



HOW IT LOOKS	WHAT'S IN IT	HOW IT LOOKS	WHAT'S IN IT

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

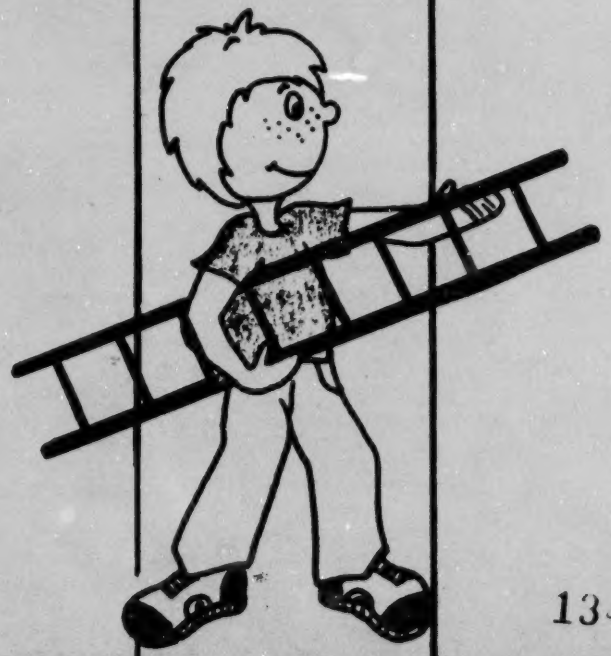
GOAL

To increase positive student attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will make choices among competing alternatives.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The students will construct a "forced choice ladder" with 12 steps, ranking from top to bottom the most objectionalbe to the least objectionable individual using titles listed below. 1. Students will draw a picture to represent each of the individuals: a. Bother Bug b. Back Talker c. Cheater d. Litter Bug e. Borrower f. Bully g. Shoplifter h. Know It All i. Busy Body j. Sweetie Pie k. Complainer l. Vandalizer 2. The teacher will tally results and make a bulletin board ladder for the children to compare and discuss their responses. 3. The students will construct their own ladder and discuss their first, middle and last choices.		Simon, H. Values Clarification. Hart Publishing Co., 1972. pp 58-75. 

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop positive attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be aware of their attitudes toward other people and what constitutes friendship.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher will lead a discussion with students on friendship. Students will be encouraged to be aware of their attitudes toward other people and of how to be a friend. *See prepared worksheets pp 69 - 72.* B. Students will write a recipe to makeup a friend. *See prepared worksheet p 73.* C. Poems, songs and/or stories can be learned about friendship. They could then be presented at a sing-a-long or for another class. 1. Teach children the song, "The World is a Rainbow." Discuss the lyrics, and key word "harmony" in getting along with others. 2. Teach children the song, "A Friend is Someone Who Cares For You." Discuss lyrics and how we like to have others treat us. 3. Teach children the song, "Sisters and Brothers." Talk about the universal family.	Edrington, M. Friends. Monmouth, OR: Instructional Development Company Record, Free to Be You & Me, Artista Records, 1776 Broadway, New York, NY 10019 Record, Living Together, Youngheart Record, Youngheart Music Education Services, Los Angeles, CA 90027 Record, Put on a Handicap, Kimbo Educational Records, P. O. Box 477, Long Branch, NJ 07740	Schwartz, L., The Month to Month Me, The Learning Works, 1976. pp 26-29.

NOTES

La Mesa-Spring Valley School District
Special Programs Department

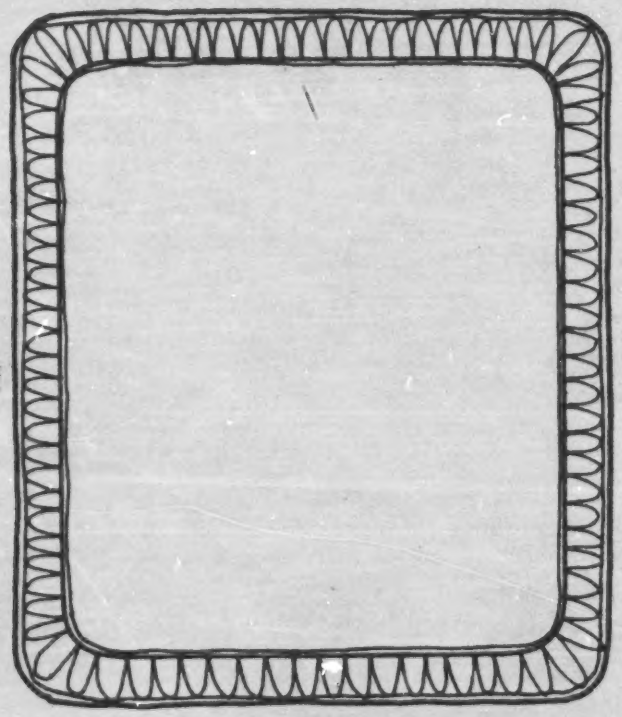
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

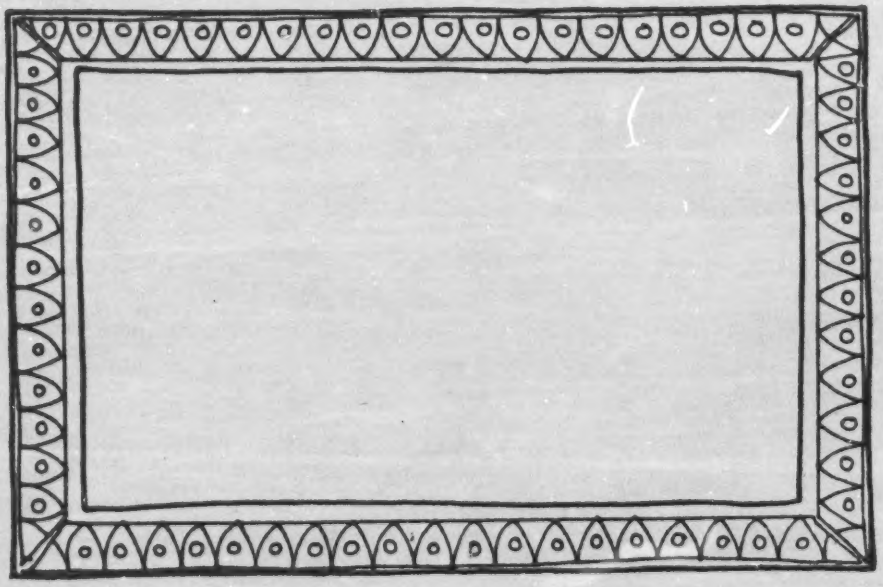
DATE _____

PICTURES OF MY FRIENDS

:re are pictures of my best friends.



Name _____



Name _____

Schwartz. Month to Month Me.

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WHAT IS A FRIEND?

I think it is important for a friend to be:

(Place a number 1 by the one you feel is most important; a number 2 by the next most important, etc.)

1. ATHLETIC _____

2. CHEERFUL _____

3. CREATIVE _____

4. CLEAN _____

5. FORGIVING _____

6. HELPFUL _____

7. POLITE _____

8. SMART _____

9. TRUTHFUL _____

10. UNDERSTANDING _____

Schwartz. Month to Month Me.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

FUN WITH MY FRIENDS

NAME _____

DATE _____

The things I enjoy doing with my friends are:

1. _____
2. _____
3. _____
4. _____
5. _____

The best time I ever had with a friend was _____

_____

_____

The worst disagreement I ever had with a friend was

_____

_____

_____

_____

_____

_____

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Schwartz. Month to Month Me.

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FRIENDSHIP

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

I am happy when a friend _____

_____

I am unhappy when a friend _____

_____

I think it is important for a friend to be _____

_____

I enjoy talking to my friends about _____

One nice thing I have done for a friend is _____

_____

One nice thing a friend has done for me is _____

_____

Sometimes my friends make me _____

_____

My friends think I am _____

_____

Here is a story about a special time
I shared with a friend.
(Use the back of your paper.)

Schwartz. Month to Month Me.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Fill in the following ingredients and you will make a best friend.

In a large bowl put:

1 cup of _____

1/2 cup of _____

1/4 cup of _____

2 Tablespoons _____

Mix well and add:

1 Tablespoon _____

1 teaspoon _____

1/2 teaspoon _____

A pinch of _____

Pour in a large pan. Sprinkle with _____

Bake at 350° and then enjoy. With care this will keep forever.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance student attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three positive personal characteristics.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Through class discussion help the students to express their attitudes towards being with the handicapped. *See prepared worksheets pp 75 - 76.*	Accepting Individual Differences, Developmental Learning Materials, 7440 Natchez Ave., Niles, IL 60648 FS Drab the Drog, Contemporary Drama Service, Box 457-TG, Downers Grove, IL 60515 Record, Put On A Handicap, Kimbo Educational Records, P. O. Box 477, Long Branch, NJ 07740 Sullivan, M. Feeling Free. Dayton, OH: Kids Come In Special Flavors Co.		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SOMETIMES I WONDER WHAT IT WOULD BE LIKE TO BE A HANDICAPPED PERSON.

It would be interesting to be . . . _____

_____

_____

I would not want to be . . . _____

_____

_____

IF A GROUP WERE TEASING A HANDICAPPED PERSON,

I might try to help that person by . . . _____

_____

_____

_____

I would probably not . . . _____

_____

_____

_____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

IF SOMEONE IN MY CLASS HAD TO BE IN A WHEELCHAIR,

I would feel OK about that if . . . _____

_____

_____

_____

I would not feel OK if . . . _____

_____

_____

LET'S SAY I HAD TO TAKE CARE OF A SMALL MENTALLY RETARDED CHILD WHEN THERE WAS SOMETHING ELSE I WANTED TO DO,

I would not mind taking care of the mentally retarded child if . . . _____

_____

_____

_____

It would really be hard if . . . _____

_____

_____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To enhance student attitudes toward the disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have written an original story on a disabled individual.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Students will write a story which is based on two catagories. 1. The categories are arrived at by choosing a number and a letter on a "Disability Values Wheel." *See prepared worksheet p 78.*		Simon, S., Beginning Values Clarification, Pennant Press, San Diego, CA 92120 1975. p 81.	
B. Students can draw a picture which is based on two categories. 1. The categories are arrived at by choosing a number and a letter on a "Disability Values Wheel." *See prepared worksheet p 78.*			

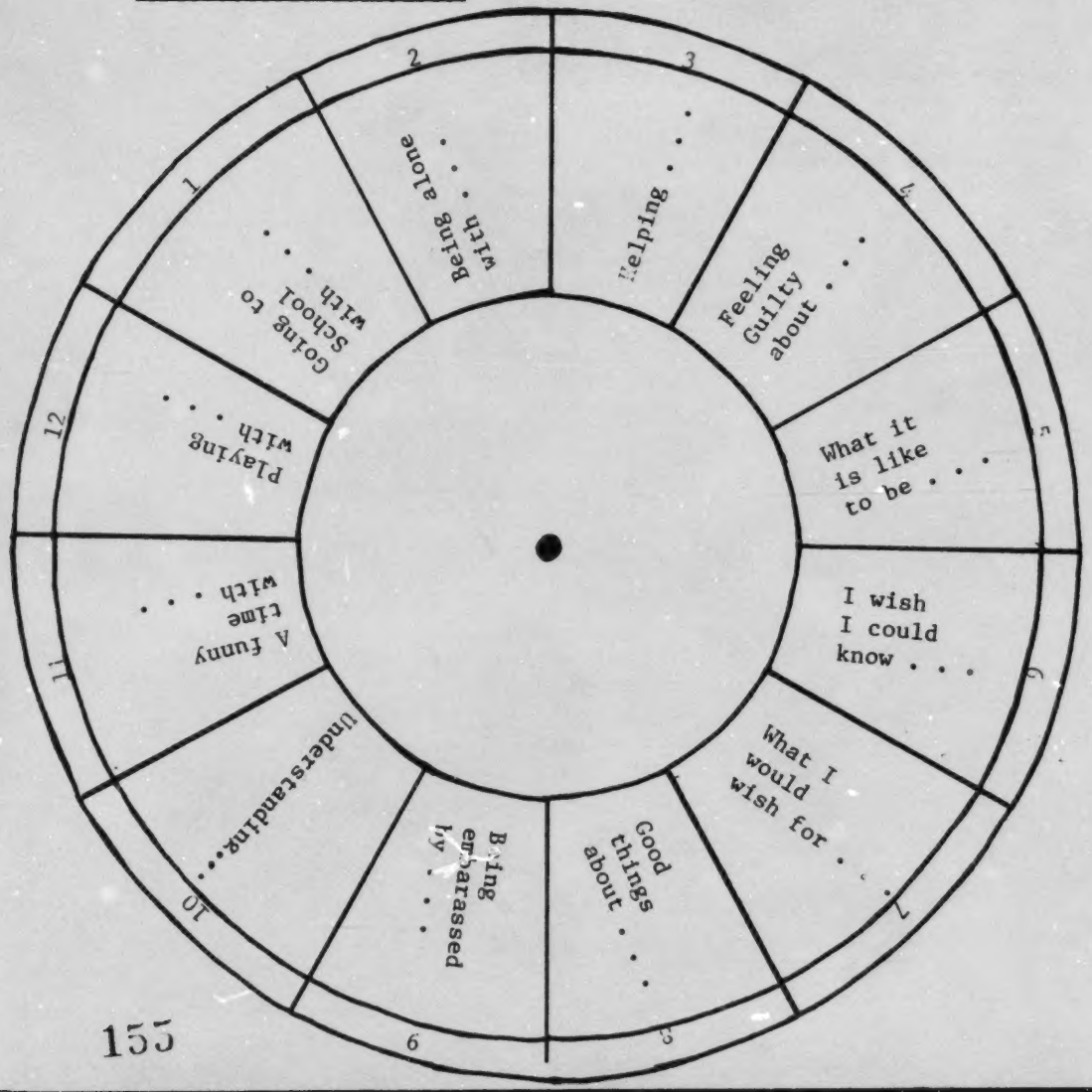
La Mesa-Spring Valley School District
Special Programs Department

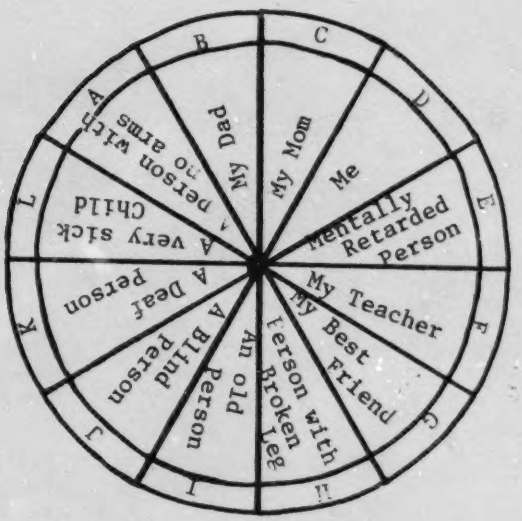
ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

DISABILITY VALUES WHEEL





Mount disability awareness wheel on heavy poster board. Place small wheel over large wheel and attach through center with brass brad.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop positive attitudes towards the disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will become familiarized with disabled individuals who have made significant contributions to our culture.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Students often forget that disabled individuals are capable of making significant contributions. Ask students to make a list of famous disabled individuals. Suggested people might be:		Barnes, E., What's the Difference? Human Policy Press, New York, 1978. p 100.	
1. Helen Keller - Educator - Deaf/Blind	MP Helen Keller (u 26 min.)		
2. Franklin Roosevelt - Politician - Physically Disabled			
3. Nelson Rockefeller - Politician - Learning Disabled			
4. Thomas Edison - Inventor - Hearing Impaired			
5. Stevie Wonder - Musician - Blind			
6. Roy Campanella - Athlete - Physically Disabled			
7. Elizabeth Browning - Poet - Hearing Impaired			
8. Beethoven - Musician - Hearing Impaired			
9. Albert Einstein - Scientist - Learning Disabled			

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Students can become familiarized with these people by: 1. Book reports 2. Role playing scenes from their lives which had significant impact on our culture. C. Class discussion about a disabled individual could consist of the following questions: 1. What role did the disability play in his/her life? 2. In what ways did he/she overcome his/her disability? 3. Could these people have been discriminated against because of their disability? 4. Which of these people would you like to have met? 5. What questions would you have asked them?		

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop positive attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize and identify feelings which reflect upon their attitude.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will list different emotional feelings.		
B. In a round robin discussion students will discuss characteristics related to feelings.		
1. Sad - tears		
2. Anger - frown		
3. Shy - rosy cheeks		
C. Students take turns acting out their feelings towards:		
1. Someone/something they like.		
2. Someone/something they respect.		
3. Someone/something they fear.		
4. Someone/something they dislike.		
5. Someone/something that is ugly.		
6. Someone/something that is sad.		

NOTES

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Students verbalize or write their feelings when asked: How do you feel when . . . 1. Someone says you're mean? 2. Someone says he/she likes you? 3. Someone says you're pretty/handsome? 4. Someone scolds you? 5. Someone smiles at you? 6. Someone teases you? 7. Someone says you are dumb? 8. Someone tricks you?		

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase the knowledge of personal likes and dislikes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to give a reason he/she likes or dislikes a given object.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Cut several pictures from magazines representing objects children may have preference for or aversion too. There should be several pictures per category to give a variety. Categories may include: 1. Types of food 2. Clothing 3. Different animals 4. Pets 5. Toys	Magazines	Dinksmeyer, Don, DUSO I, American Guidance Service, Circle Pines, Minn. 55014, 1970. Unit VII.	
B. Have each student take a category and separate the pictures into likes and dislikes. 1. A student sorting clothing might, for example, put all plaids into the "don't like" pile.			
C. Have each student make his own book of likes and dislikes of objects found from pictures in magazines. 1. Cut and paste pictures from magazines and divide book into two sections, likes and dislikes.			

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. Review books as a class and discuss reasons why individuals like or dislike certain objects.		

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop alternative attitudes about different handicapping conditions.

PERFORMANCE OBJECTIVES

Upon completion of activities students will make choices among competing alternatives by ranking handicapping conditions and defending three choices.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will construct a forced choice ladder ranking handicapping conditions. *See prepared worksheet p 86.* 1. Teacher will make a master ladder tallying class totals. 2. A discussion will follow in which the students will defend their choices.		

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

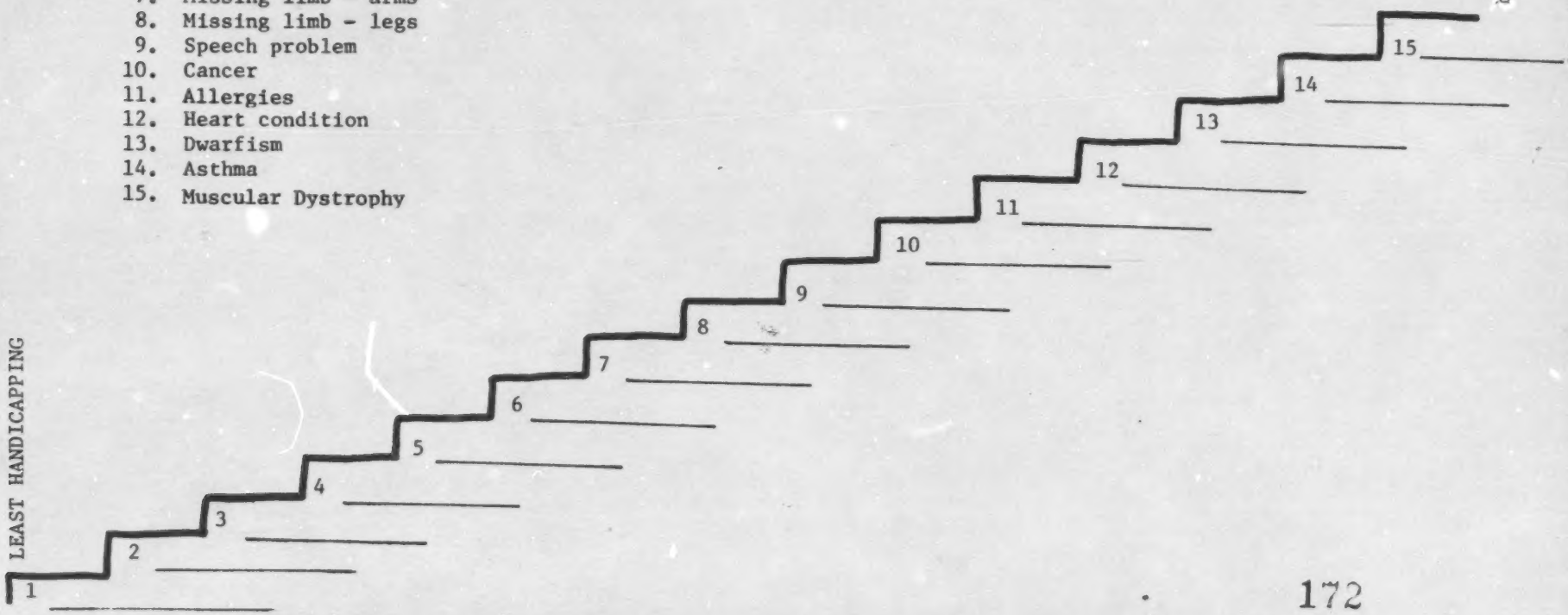
NAME _____

HANDICAPPED FORCED CHOICE LADDER

DATE _____

Fill in the following ladder according to what you feel is the least handicapping conditions to the most handicapping condition.

1. Mentally retarded
2. Cerebral Palsy
3. Deaf
4. Blind
5. Near or far-sighted - needs glasses
6. Hard of hearing - needs hearing aid
7. Missing limb - arms
8. Missing limb - legs
9. Speech problem
10. Cancer
11. Allergies
12. Heart condition
13. Dwarfism
14. Asthma
15. Muscular Dystrophy



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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop positive attitudes toward the disabled.

PERFORMANCE OBJECTIVES

Upon completion of this activity children will be aware of their attitudes toward individuals.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Children construct paper puppets depicting handicaps. 1. Color and glue on to tongue depressors. *See prepared worksheet p 89.* 2. Discussion questions: a. Would you like one of these puppets for a brother or sister? b. Would you like one of these puppets for a friend? Why? Why not? c. What do you think each puppet likes to do best? d. How do you think each puppet feels about his/her handicap? e. Do you think the puppets have friends? f. Can you think of a good nickname for each puppet? g. How is this puppet like you? (Head, arms, legs, body; needs air, water, food and shelter, too; he's a unique individual with rights and feelings.) h. How is this puppet different from you? i. Since this puppet is different than you, must you respect this puppet? Why? (the (continued)	Tongue Depressors Record, Put On a Handicap, Kimbo Educational Records, Box 477, Long Branch, NJ 07740	

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 2. continued puppet is a unique individual with rights and feelings). j. How do you think this puppet feels when other people call him/her names? k. How do you feel when someone calls you a name? l. What are some other individual differences? (Hair, eyes, skin, size and voice, etc.) m. What individual differences seem to get the most name calling? n. What are you going to do the next time your friends are name calling? o. What are you going to do the next time someone calls you a name? p. Does saying the poem, "Sticks and stones can break my bones, but names will never hurt me," make you feel better when someone calls you a name? (Maybe next time you could say, "I'm unique and that is one of my individual differences." Why not try it?)	MP People Are Different and Alike (i 11 min.) MP Getting Along With Others (p 11 min.) MP A Day in the Life of Bonnie Console (u 17 min.)	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

MENTALLY RETARDED

DEAF

PHYSICALLY DISABLED

NORMAL

BLIND

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop a positive attitude toward the disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate positive feelings towards the disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Cut, color and paste puppets. 1. Utilize as finger or stick puppets. *See prepared worksheet p 89.*			
B. Teacher can select four or five of the student's puppets and tell a story about them or read a poem about them. *See prepared worksheet pp 93 - 94.*	MP The Fun of Making Friends (pi 11 min.) MP Getting Along With Others (p 11 min.)		
C. Students can make up their own stories or plays using the puppets and present the drama to a group of disabled students.			
D. If discussion does not automatically evolve after a puppet play, good questions to evoke discussion are: 1. What were the puppets talking about? (Individual differences.) 2. Each puppet spoke of one of his unique individual differences. What were they?			

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued 3. What are some other individual differences the puppets did not talk about? 4. Can you think of a way that you are uniquely different from any of these puppets? 5. In what ways are each of these puppets alike? (Basic human needs - air, water, food, shelter; he also has feelings.) 6. Do these puppets respect each other? How do you know? (Because they do not interfere with each other's rights and feelings.) 7. Does an individual difference ever keep you from getting to know someone? 8. What does, "I'm OK, you're OK," mean? (I respect myself and you.) 9. Do you like these puppets? 10. I heard some children calling this puppet names (teacher picks a puppet at random). What names do		

(continued)

GOAL
(continued)

PERFORMANCE OBJECTIVES
(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued 10. continued you think they were calling this puppet? How do you think the puppet felt when she was called these names? Were her feelings interferred with? What could we say about the children who were calling this puppet names? (They were disrespectful.) How do you feel when someone calls you a name? Why do some people call other people names? (Emphasize here that we often use ourselves as a yardstick to measure others by and when others are different from us we call them names.) Ask the children what they think about this?		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

PUPPET PLAY - "I'm OK, Your're OK"

DATE_____

Five little children were sitting on a big green fence,
When they started to talk about individual difference.

Said the first little boy in a cute little way,
"I've got a hearing aid that I wear all day."

Said the second little boy with a great big smile on his face,
"I'm blind and you're silly but we live in the same place."

Said the third little girl with a great big grin,
"I've got braces and lots of freckles all over my chin."

Said the fourth little boy with a twinkle in his eye,
"I'm peppy and I'm chubby and I like to eat pie."

Said the fifth little girl as she tossed a big red ball,
"I can play and have fun even though I'm not so tall."

(continued)

Then they all looked at each other and gave a great big smile,

Realizing each was different, they went out to play awhile.

"So you see," said they, in a very loud voice,

"I'm me and you're you, and by our very own choice,

I'm OK and you're OK,

And we're all very special in our very own way!"

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the attitudes felt by others.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to name at least one attitude of another individual in the classroom.

NOTES

ACTIVITY PROCEDURE

A. The teacher or the class students select a topic for discussion. After the discussion, students should write a sentence about their attitude towards the topic on a sentence strip.

See prepared worksheet p 96.

1. The sentence strip should be affixed to the students back.

2. Have a silent 10 minute period where students walk around and read each others statements.

B. Have each student name at least one thing they learned about another individual's attitude.

C. Exchange papers and have students read out loud one attitude from the paper. Have the remaining students guess who the attitude belongs to.

MATERIALS

Tagboard

Pins

Clips

RESOURCES

Simon, S., Beginning Values Clarification, Pennant Press, San Diego, CA, 1975. pp 71-73.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WHAT IS YOUR ATTITUDE?

1. What is your attitude toward smoking? _____
2. What is your attitude toward dancing? _____
3. What is your attitude toward stealing? _____
4. What is your attitude toward the mentally retarded? _____
5. What is your attitude toward animals? _____
6. What is your attitude toward vegatables? _____
7. What is your attitude toward criminals? _____
8. What is your attitude toward the blind? _____
9. What is your attitude toward cowards? _____
10. What is your attitude toward the deaf? _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase positive student attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to make a value judgement by ranking alternatives.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The students will be asked to rank, in order, alternative choices, using their own value preferences. *See prepared worksheet pp 98 - 99.* 1. Teacher will tally the totals and make a class graph. 2. A Discussion will follow to discuss the outcome of the student choices.		Simon, S., Values Clarification, Hart Publishing Co., Inc. New York, 1972. pp 58-75.	

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

RANKING VALUE JUDGEMENT

DATE _____

Rank in order from first choice to last choice.

1. Which is most important in a friendship?

_____Loyalty

_____Generosity

_____Honesty

2. Which would you least like to be?

_____Very poor

_____Very sick

_____Disfigured

3. Which would you least like to be?

_____Blind

_____Deaf

_____Mentally retarded

_____Physically disabled

4. Whom would you rather marry? A person with:

_____Intelligence

_____Personality

_____Good looks

5. If you had two hours to spend with a friend, which would you do?

_____Sit and talk

_____Go to a movie

_____Go for a walk

_____Play a game

6. If you had $10 you didn't need for something else, would you:

_____Spend it on goodies to eat yourself?

_____Spend it on a toy or clothes?

_____Treat a friend to an activity or something to eat?

(continued)

7. Which do you like to do the most with a friend?

_____Watch TV or go to the movies

_____Just talk

_____Play quiet activity inside

_____Play a sport outside

8. Whom do you like the least?

_____A shoplifter

_____A drug pusher

_____A hobo

9. How do you have the most fun?

_____Alone

_____With a large group

_____With a few friends

10. What kind of person do you least like to sit next to? Someone who:

_____Talks a lot

_____Looks at your paper

_____Can't sit still

11. Who would you rather sit next to? Someone who is:

_____Blind

_____Deaf

_____Mentally retarded

_____Physically disabled

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student understanding of being valued by others.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to verbalize feelings involving giving and receiving from others.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher indicates to the class that they are going to examine the feeling of giving and receiving from others 1. Talk in advance about the possibility of not receiving. 2. Students share their money with members of a small group. *See prepared worksheet p 101.* 2. Students express why they shared more money with one person than with another. 3. Students express how they felt when they gave or received money. 4. Students share how it feels when others didn't give them money. 5. Students write: a. I like it when people give me . . . b. I don't like it when people give me . . .		

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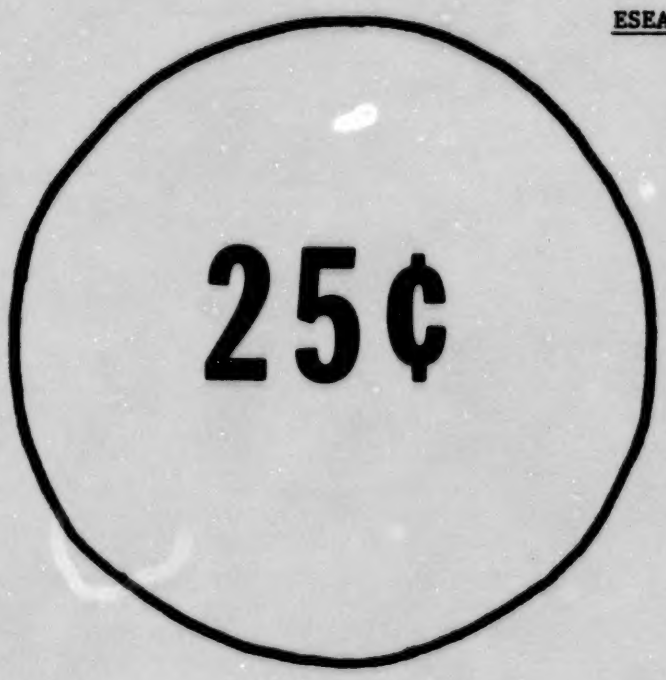
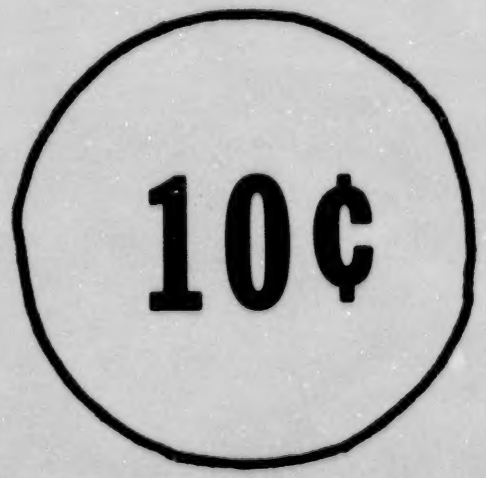
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____





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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To develop an understanding of the power of words.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify their motivations for teasing and/or name calling.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Present the general topic of teasing and name calling as something we all have participated in; both as victim and victimizer. 1. Ask each child to write or tell a short story about a name calling or teasing situation. 2. In groups of three or four have children role play a selected name calling or teasing incident. a. Following the play ask the class to think of ways the incident could have been handled differently. B. Students need to be aware of connotations and that words can vary from person to person and from situation to situation according to their positive and negative values and standards. *See prepared worksheet p 104.* C. Discuss what "making fun of someone" means. Perhaps students can relate personal experiences and how they felt. (continued)		Barnes, E., What's the Difference? Human Policy Press Syracuse, New York. 1978. p 53.

NOTES

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued		
1. Collect comic strips and cartoons.	Newspapers	
2. Divide these into two categories:	Magazines	
a. Harmless humor (non-directed humor) b. Making fun (directed humor which pokes fun at someone)		
3. Have students discuss a comic strip and point out harmful humor and how that character feels.		

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La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

LIST BELOW WORDS THAT HOLD A POSITIVE OR NEGATIVE CONNOTATION:

POSITIVE	EITHER +/-	NEGATIVE
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

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LIST BELOW WORDS THAT HOLD A POSITIVE OR NEGATIVE CONNOTATION:

	POSITIVE	EITHER +/-	NEGATIVE
1.	Cutie	Blondie	Creep
2.	Princess	Pint-size	Fatso
3.	Sweety		Retard
4.	Blondie		Twirp
5.	Ace		Pint-size
6.			
7.			
8.			
9.			
10.			

La Mesa-Spring Valley School District
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GOAL

To increase student awareness of their attitudes and behavior toward others.

PERFORMANCE OBJECTIVES

Upon completion of activities students will use positive statements when in the past they used negative comments.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Introduce the concept of "killer statements." For example: 1. "We don't have time for that now." 2. "That's a stupid idea." 3. "You are really weird." B. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. C. Tell students they will be science researchers for the day. They are to keep a record of all the "killer statements" they hear at school, lunch, recess. 1. Discuss the findings with them the following day. *See prepared worksheet p 107.* 2. Role play some of the incidents and discuss how the the person receiving the statement may have felt.		Canfield, J., 100 Ways to Enhance Self-Concept in the Classroom. Prentice Hall, 1976. p 67.

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NAME_____

"KILLER STATEMENTS"

DATE_____

NAME	LOCATION	STATEMENT

La Mesa-Spring Valley School District
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GOAL

To develop positive attitudes towards the disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize three types of stereotypical attitudes felt about the disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Explain to the students that you are going to make a survey to see how they feel about words. 1. Students should place the following words under one of the two headings: DISABLED NON-DISABLED. a. Smart b. Serious c. Sloppy d. Cries e. Noisy f. Sad g. Polite h. Quiet i. Afraid j. Friendly k. Strong l. Lazy m. Neat n. Brave o. Cooperative p. Likeable q. Silly r. Mean 2. Tabulate the results, then explain to the students that the above words could have been placed equally under either column and that often words stereotype the handicapped. B. Discuss what stereotyping is and what images the disabled have had in the past. *See prepared worksheet pp 111 - 112.*		Barnes, E., What's the Difference? Human Policy Press Syracuse, New York, 1978. pp 61-66.	

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Help the students make up a questionnaire about stereotyping the disabled. The questionnaire can be used to survey their schoolmates, families or neighborhoods. *See prepared worksheet p 113.* 1. Have a discussion about the results of the survey. 2. The issue in the discussion should be that some disabled individuals can do things and some can't. 3. Because we stereotype, we assume that everyone is the same. D. Have the students select a book from the library that has a disabled person in it. Or as the classroom teacher, select a book to read to the class. After the book has been read, have the students check it out on a Handicapism Scale. Suggested books are: 1. Snow White and the 7 Dwarfs 2. Heidi 3. The Little Lame Prince		

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued 4. Peter Pan 5. Leo the Late Bloomer 6. The Sneely Mouthed Snerds and the Wonderoctopus 7. Karen 8. The Summer of the Swans *See prepared worksheet p 114.*		

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STEREOTYPES OF THE DISABLED

DATE _____

People with disabilities are often stereotyped, just as are women, blacks, and other minority group members. Handicapism refers to the stereotyping, prejudice, and discrimination that society practices toward people who have disabilities. Handicapism is prevalent in education, employment, literature, the mass media, architectural and transportation design and in a variety of other areas. While people with disabilities may experience some real personal limitations (e.g. not being able to hear, to see, to walk, or to reason and conceptualize as well as others), most of the limitations associated with being disabled derive from society's response to disabilities. The term "handicap" comes from the practice of holding cap in hand, begging. The image of dependency is the root of a whole series of images of disabled people projected in children's literature and in other media, and it is important to begin to examine these images. A primary factor in shaping the attitudes of non-disabled children toward disabled people is the kind of images projected in the media they encounter.

A few books and films treat disabilities sensitively and fairly. Most do not. An informal study has yielded a whole series of rather negative and stereotyped roles for disabled people.

The disabled as poor, pitiable, pathetic people who generally have hearts of gold and an unerding need for love. This imagery appears most frequently in newspapers, often in association with charity drives for the disabled.

The disabled as evil. The sinister Captain Hook and Long John Silver have disabilities. So does the demonic and fascistic Dr. Strangelove, and the wartnosed witch in Walt Disney's version of Snow White. Illustrations for

(continued)

the Grimm Brothers' Rumpelstiltskin often depict the villain, Rumpelstiltskin, as a physically short man with a hump on his back, balding head, large nose and pointed ears.

Disabled as incompetent. Mr. Magoo is the archetypal incompetent disabled person in children's media. Another example of the disabled-as-incompetent image is Lenny in John Steinbeck's Of Mice and Men. Although Lenny has the best of intentions, his incompetence is extremely dangerous - even deadly.

Disabled as better than average. The show "Ironsides" has helped to educate viewers about architectural access issues and has demonstrated the importance of certain aids to some physically disabled people. At the same time, Robert Ironsides' unusual mental acumen to some extent reflects the overcompensation stereotype. Longstreet, a detective who has super hearing to offset his blindness, does the same.

The disabled as burdens. Jane Eyre, in which the main character's disturbed aunt is cruelly shut away in an attic, is an example.

What's the Difference? by Ellen Barnes, Carol Berrigan and Douglas Biklen.

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DATE _____

SURVEYING STEREOTYPES OF DISABLED PEOPLE

Sample Questionnaire. What do you think?

Can disabled kids:

Wash dishes?	_____
Cook?	_____
Babysit?	_____
Cut the grass?	_____
Cry?	_____
Kiss parents good-night?	_____
Fight?	_____
Play baseball?	_____
Climb trees?	_____

Can disabled adults:

Cook dinner?	_____
Wash dishes?	_____
Do the laundry?	_____
Change a baby's diaper?	_____
Have children?	_____
Fix a broken window?	_____
Drive?	_____
Support a family?	_____

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HANDICAPISM IN BOOKS

DATE _____

Do people in the story show pity toward the disabled characters? ____ Yes ____ No

Is the disabled person a minor character? Disabled people are rarely cast as heroes. ____ Yes ____ No

Is the disabled character portrayed as a villain? ____ Yes ____ No

Is the disabled character put in the story just to spice up the scenery, like a fancy car or a funny hat? ____ Yes ____ No

Is the disabled character always being helped rather than helping? ____ Yes ____ No

Do other people hurt the disabled person or does an accident occur to harm the disabled person? Disabled characters are often the objects of violence. ____ Yes ____ No

Is the disabled person shown as being sad most of the time? ____ Yes ____ No

Is the disabled person portrayed as bumbling and not skillful? Like Mr. Magoo? ____ Yes ____ No

If the disabled character is an adult, is he or she treated like a child? ____ Yes ____ No

Is the disabled character portrayed as having extra special powers to do some things? ____ Yes ____ No

Does the disabled character pity himself or herself all the time? ____ Yes ____ No

Add five points for every "yes" answer. Total the number of points. Then subtract the total number from 100. The result is the final score. If the book gets less than 70 points for a final score, it is pretty unfair to disabled people.

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GOAL

To enhance positive student attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities student will have an increased awareness of the qualities needed in an interpersonal relationship.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Read aloud want ads from newspapers. Point out how unnecessary words are deleted to come directly to the point. B. Students write two ads of their choice from the following list. 1. Friend wanted 2. Teacher wanted 3. Coach wanted 4. Brother wanted 5. Sister wanted Example: Wanted: Friend Must be honest. Able to keep secrets. Must be 8 years or older. Would like a girl but kind boys can apply. Must like to play soccer. C. Students read their ads aloud and discuss if they know anyone who could apply.	Classified Section of Newspaper	Simon, S., Beginning Values Clarification, Pennant Press, 1975. pp 98-99.

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GOAL

To increase positive student attitudes.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three skills they have developed despite their limitations.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Discuss with the class the concept of abilities and how they can affect ones attitude. 1. What are abilities? 2. What are the two most important reasons you are able to do things? (Age and Practice) 3. What are some things you can do because you have had practice and experience in doing them? 4. Handicapped people have limitations. What are they? 5. We all have limitations. Can we think of some of our limitations. B. Open ended sentences for group discussion or brief paragraphs: 1. One thing I am able to do is _____. 2. Something I have tried and can not do very well is _____.		

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 3. When I can't do something, what I do is _____. 4. Something I could do if I practiced is _____. C. Discuss the fact that there are things people can do despite handicaps or physical limitations. 1. What can a diabetic do despite limitations? 2. What can a blind man do despite limitations? D. Children can read biographies of famous handicapped people such as Helen Keller, Ludwig van Beethoven and Franklin D. Roosevelt. 1. Discuss how these people accepted their handicaps and accomplished what they did. E. A "Pupil of the Week" activity may be used to make children in the classroom aware of individual strengths and abilities.		

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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. continued 1. A student brings a picture of him/herself with a biography. The other students write sentences about why they like the "Pupil of the Week." 2. A silhouette of a "Pupil of the Week" is used as the theme of a bulletin board. 3. The other students write sentences about the students special abilities.		